DOCUMENT RESUME

ED 148 750 SP 011 936

TITLE Physical Education Equipment Guidelines for Georgia Schools.
INSTITUTION Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
PUB DATE 77
NOTE 24p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Athletic Equipment; Elementary Schools; *Guidelines; Middle Schools; *Physical Education; Secondary Schools; State Standards; *Supplies
IDENTIFIERS Georgia

ABSTRACT

This document presents equipment needs for an adequate (as opposed to minimum) level of physical education programming at primary, middle, and secondary school levels. The "adequate" level is presented since minimal requirements are often considered by educators as being "adequate," and they accept the minimum as being a mean if only the minimum is presented. General goals of physical education are discussed, and expected student outcomes at each of the three levels are listed. Equipment envisioned for the elementary school program is for a population of 600 students and approximately 24 teachers. The assumption underlying the plan is that there will be four sections per grade level and that only two of the four sections will be using the equipment at any one given period. Middle and secondary school levels are based on a population of 900 for the middle school and 1,500 for the secondary school, with all students in the middle school enrolled in the program. Not all students in the secondary school are expected to take part in the program. Careful scheduling and innovativeness on the part of instructors can reduce the expenditure necessary for equipment purchase. An equipment inventory check list is appended. (MJB)

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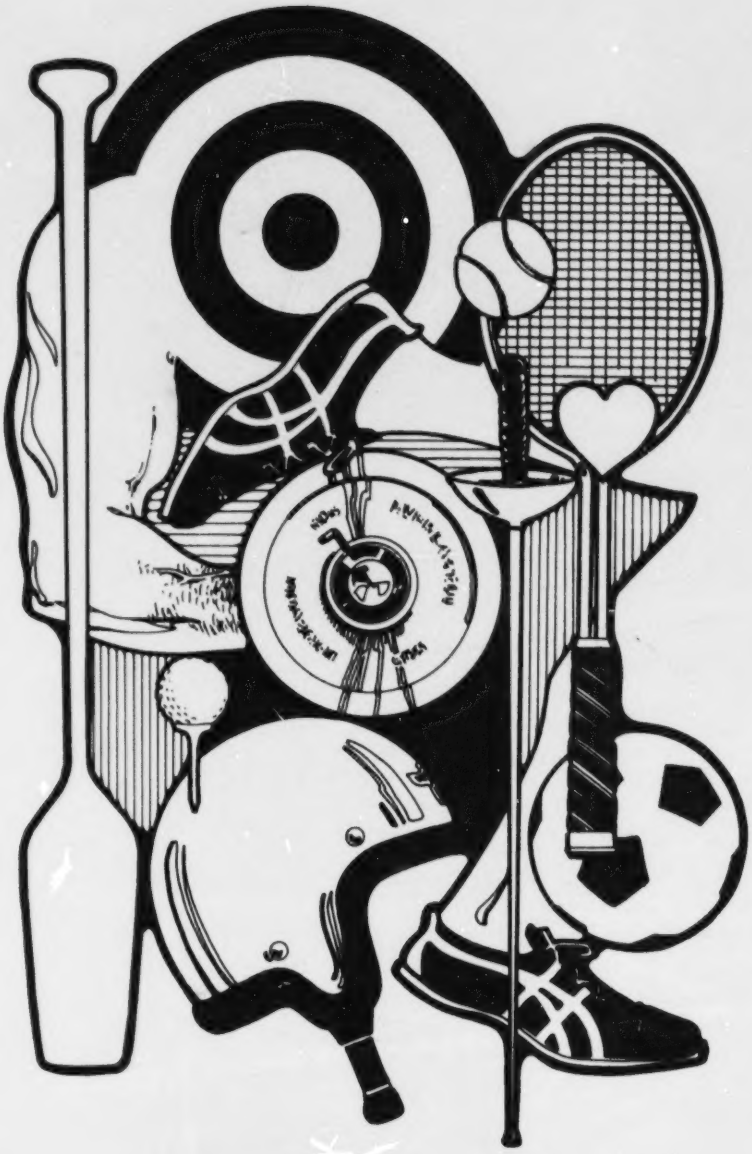

Physical Education Equipment Guidelines

for Georgia Schools

SP011 936

PHYSICAL EDUCATION
EQUIPMENT GUIDELINES
FOR GEORGIA SCHOOLS

Division of Curriculum Development and
Pupil Personnel Services
Office of Instructional Services
Georgia Department of Education
Atlanta, Georgia 30334

o

Jack P. Nix
State Superintendent of Schools
1977

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PHYSICAL EDUCATION EQUIPMENT GUIDELINES

INTRODUCTION

The recommendations for physical education equipment included in this guide represent an adequate level of equipment. The equipment recommended is not for a minimum program and the user should keep this in mind. The rationale for presenting the adequate level rather than the minimal level can be summed up by the fact that too many educators consider minimum requirements as an adequate program and that many educators accept the minimum as being a mean if only a minimum is presented.

The recommendations are based on the premise that all students should be directly involved in activity at all times. Too frequently a few physically gifted students are involved in an activity while the majority are sitting, holding and observing. The task of learning to run while bouncing a ball can hardly be accomplished by watching, observing and listening. The student must run while bouncing the ball. Proper management and an adequate number of balls must be provided if all students are to learn.

Most items included in the equipment list have ratios based on the equipment needs for the number of students. This has certain limitations. Class scheduling and equipment use planning will simplify the task of providing equipment.

The equipment recommendations included in this guide are based on an instructional program which is designed to meet the following goals.

GOALS OF PHYSICAL EDUCATION

To assist the learner in efficient and skillful movement which allows a person to pursue an active life style.

To develop an understanding of voluntary movement and ways in which the learner may organize his or her movements to accomplish significant purposes

in life.

To develop an understanding of space, time, mass-energy relationships, and related concepts.

To condition the heart, lungs, muscles and other organic systems to respond to increased demands by imposing progressively greater demands upon them.

To promote understanding of the social aspects of physical involvement and to enhance positive behavior patterns through interaction during activities.

Implementation of Goals

In order for these goals to become a reality, one must consider that all physical education instructional planning should include consideration of the physiological development, abilities, interests and needs of the learner.

A daily planned physical education instructional program should be provided for all students K-12.

Class enrollment should not exceed 40 students.

Safety of students should be a paramount factor in decision making concerning student activity, teaching stations, equipment and the facilities to be used.

EXPECTED STUDENT OUTCOMES

Primary

(1) Students should be able to successfully walk, skip, jump, hop, run, leap, turn, throw, catch, strike, extend, flex, climb, twist, curl, push, kick, bat, tug, bend, stretch, fall, lift, pull, bounce, gallop, slide or glide and distinguish between even and uneven rhythm and balance.

(2) Students will have explored movement in a minimally structured setting, then progressed through semi-directed to directed specific learning. This

would include comprehension of terms such as: high-low, fast-slow, hard-soft, flow-broken and direction.

(3) Students will have explored creativity in movement and participated in activities expressing feelings and values through movement. Feelings such as sadness-happiness, alertness-inattention, good self image-poor self image, s-rongness-weakness, and openness are examples of concepts that can be expressed through creative movement.

(4) Students will have learned simple games that utilize the fundamental skills of movement. These activities initially should not include those with stringent rules and guidelines, boundary restrictions or complicated inappropriate movement.

(5) Students should have an understanding of the role of physical education and its relationship to an individual's agility, cardio-respiratory fitness, flexibility, endurance, speed, power, muscular strength, coordination, balance and good posture.

Middle

(1) Students will have learned to be good group participants through team involvement in soccer, softball, flag football, basketball, volleyball, angleball, newcomb, boundball and field hockey.

(2) Students will have a more accurate and positive self image as a result of self-and peer evaluation, student planning of prescriptive activities and the accompanying dialogue and interraction of decision making.

(3) Students will have learned all the basic skills and components for involvement in many activities including basic movement, creative movement, rhythm and dance, relays, games and sports, stunts, tumbling, apparatus,

aquatics (when possible), outdoor activities, introduction to individual and dual sports, team games, special conditioning and personal fitness programs.

(4) Students will have become more competent in decision making and self direction by exploring activities in many basic courses and by having opportunities to select alternative courses.

Secondary

(1) Students will have acquired many values through independent study. These values may include those of self direction, self-motivation, research, self evaluation, self acceptance of responsibility for own learning and the learning of processes which make post school motor involvement an important part of the student's life style.

(2) Students will have developed skills, knowledge and understanding of wise use of the out-of-doors through involvement in outdoor education.

(3) Students will have furthered group social skills through participation in intramurals, extramurals or interscholastic programs.

(4) Students will have acquired desirable health education attitudes and practices such as the importance of emotional health and a positive self image; appreciation and respect for the human body and its vital organs; personal fitness and effects of exercise on body systems nutrition and weight control; and the effects of drugs on the human body.

(5) Students will have learned skills of planning, instructional programming and evaluation by active, total participation in curriculum development and anonymous evaluation of the instructor.

(6) Students will have broadened their creative skills through programs

that give special attention to expressive, creative and aesthetic movement. These skills can be expressed from the viewpoint of both the observer and participants.

(7) Students will be capable of planning and implementing personal programs of wise use of leisure time.

(8) Students will have had opportunities to develop skills in wise selection of activities through alternative course selection.

(9) Students will have adequate skills and knowledge to positively pursue at least one life-time sport. Examples are archery, tennis, golf, badminton, bowling, angling and casting, shooter sports, hiking and canoeing.

PHYSICAL EDUCATION EQUIPMENT RECOMMENDATIONS

The selection of equipment for the physical education instructional program must be based on decisions made after considering many important questions. Some or these questions are

- What facilities are available for the instructional program?
- Is storage space available?
- What are the assessed needs and interests of students and the community?
- What is the skill level of the students who will use the equipment?
- What is the largest class size?
- What is the age of the students?
- Can instructors make efficient use of the equipment?
- What are the administrative restrictions and attitudes toward the program and specific activities?
- Will all students on a specific grade or age level participate in physical education simultaneously?
- Will those scheduling classes allot equipment efficiently?

Will the local course syllabus be utilized?

Instructors who have creative talent and innovativeness can save much expense for equipment by improvision.

Elementary School Equipment Needs

The following equipment listing is for an elementary school of 600 students, and approximately 24 teachers with 25 students per section. The assumption underlying the plan is that there will be four sections per grade level and that only two of these four sections will be using the equipment at any one given period. This will take very careful planning. Equipment will be needed for approximately 50 students per grade level. A large centrally located equipment room, with a coordinator to supervise, would be a logical answer to equipment dispensation.

LEAD UP GAMES

RATIO			
Equip.	Student		Total
1	5	Playground balls (10"-12")	10
1	5	Playground balls (8"-9")	10
1	1	Playground balls (7")	50
1	1	Bean bags	50
1	1	Yarn balls or 7" Nerf balls	50

RHYTHM EQUIPMENT	Total
Rhythm sticks	100
Drums	15
Tambourine	15
Tone blocks	10
Bells	10
Scarves	50

			Total
		Record player (variable speed; also tape player)	5
		Records and tapes (as desired and needed)	

TEAM SPORTS

RATIO

Equip.	Student		Total
1	5	Softballs (very soft)	12
1	8	Whiffle balls and bats (softball size)	7 sets
1	5	Bats (softball)	10
		Bases	5 sets
1	3	Basketballs "junior size"	17
1	5	Basketballs official size and weight	10
1	5	Volleyballs	12
		Volleyballs standards and nets	4 sets
1	4	Footballs "junior size"	13
1	8	Footballs (nerf or whiffle ball)	7
1	5	Soccer Balls (plastic or composition)	12
		Tetherball (post, rope and ball)	6

ROPE JUMPING

RATIO

Equip.	Student				Total
				Number	
1	4	Ropes (jumping) - long ropes (15 to 20 feet)			13
1	1	Ropes (jumping) - individual			
		"	" 7 feet	30	
		"	" 8 feet	35	
		"	" 9 feet	10	75

BOWLING

Equip.	Student		Total
1	3	Bowling balls (3 pins per ball)	17 sets

GYMNASTICS

	Balance beams (indoor) some 4"	12
	Outdoor balance beams	4
	Vaulting box or horse	1
	Tumbling mats (4' by 8')	10
	Individual mats (3' by 4')	10
	Ropes (climbing) - indoor	2
	Tug-o-war Ropes (50')	4
	Spring or vaulting board	1

OTHER EQUIPMENT

Equip.	Student		
1	1	Hoops - small (30")	50
		Large hoops (36")	50
		Wands (3 feet)	50
		Parachutes	3
		Elastic ropes	30
		Tinikling poles (8' to 10')	6 to 8 sets
		Shuffle board	4 sets
		Ring toss	8 sets
		Horseshoes (indoor and outdoor)	6 sets

OUTDOOR EQUIPMENT (At least six of these)

Climbing apparatus

Climbing ropes

Cargo net

OUTDOOR EQUIPMENT (Cont'd)

	Total
Jungle gym	
Peg board	
Overhead ladder	
Climbing poles	
Tunnels (concrete drain pipe)	
Parallel bars	
Dodge post	

The above mentioned items may be a part of the confidence course.

Basketball goals on courts (two courts)	8
Chinning bars (multi-height)	2 sets
Confidence course (one small for primary)	2
Hurdles	10
High jump pit, bars and stands	1
Broad jump pit	1

MISCELLANEOUS

	Total
Ball pump	2
Vests (25 one color and 25 another)	50
Stop watches (1 game timer)	6
Tape measure (50 ft. - may wish metric)	2
Tape measure (100 feet)	2
Yard or meter sticks	10
Flag football sets	2
Batting tees	4
Catcher's masks	4

MISCELLANEOUS (Cont'd)	Total
Whistles (1 for each teacher)	25
Cones for markers	20
Marble Dust marker	1
Marble Dust (varies) - 50# bags	20 annually
Marking pen and ink (permanent ink)	1
Shot put (8#)	2
Masking tape (indoor marking)	10 rolls
Shoe polish (indoor marking)	10 bottles)
Nylon net bags or surplus duffle bags for equipment transport and storage	
Net standards	2 sets

Middle and Secondary School Equipment Needs

Equipment purchase for the middle and secondary school should be based on assessed needs for a comprehensive instructional program. The equipment recommendations are based on a student population of 900 for the middle school and 1,500 students for the secondary school.

All students in the middle school will be enrolled in physical education whereas, not all students in the secondary program will be enrolled in physical education.

ITEMS	NO. OF ITEMS
Field Hockey	
Sticks - stub toe	20
Indian toe	20
Balls - practice	3 doz.
Shin guards	35 pr.
Scrimmage vests	20

ITEMS	NO. OF ITEMS
Field Hockey (cont'd)	
Goalie pads	2 pr.
Chest protector	2
Softball	
Softballs (soft)	20
Bats	15
Bases and homeplates	2 sets
Gloves & mitts	25/30
Catcher's mask	6
Chest protector	6
Pitcher's plate	2
Volleyball	
Volleyballs	18
Net	6
Recreational games	
Deck tennis rings	8 sets
Table tennis equipment	4 sets
Horseshoe sets	4 sets
Shuffleboard sets	4 sets
Tetherball outfits	4
Paddle tennis equipment	4 sets
Basketball	
Basketballs	15
Scrimmage vests	20
Whistles	4
Nets	6
Score books	3

ITEMS	NO. OF ITEMS
Football (Flag)	
Footballs	15
Flagbelts or flags	30
Scrimmage vests	20
Soccer-Speedball	
Goals and nets	1 set
Soccer balls	20
Shin guards	28 prs.
(Same as hockey)	
Scrimmage vests	20
Personal Fitness Assessment	
Stop watches	6
Tape measure	2
Marking tape	
Weight scales	
Fitness score cards	
Cognitive test	
Special equipment for test items	
Yard or meter sticks	6
Gymnastics & Tumbling--Gymnastics equipment is an expensive investment and usually allows participation of only one student at a time. Effective organization is needed to make good use of the time for learning. Special training in gymnastics is necessary for safety in teaching.	
	NO. OF ITEMS
Record player/tape player	2
Selection of records/tapes	
Chalk	

	NO. OF ITEMS
Spotting belt	2
Mats	
6' x 12' x 2"	12 (tumbling)
6' x 12' x 4"	4 (apparatus)
8' x 12' x 4"	4 (apparatus)
Balance beam	
regulation	1
low	3
Reuther board	2
Sidehorse	1
Transporters (Be sure they can be used with all apparatus.)	1
Horizontal bar	1
Uneven bars	1
Parallel bars	1
Rings	2
Rope climbs	2
Track and field	
Batons	10
Measuring tape	
Starting blocks	5
Stopwatches	2
Discus	3
High jump standards & crossbars	2
Pit (mats for high jump pit)	1
Track and field (cont'd)	
Hurdles	
Long Jump pits	2

ITEMS	NO. OF ITEMS
Track and Field (cont'd)	
Rakes	
Shot put - junior 8#	2
Rhythms	
Rhythm instruments (as needed)	
Record player (one tape player)	2
Selection of records	
Wands	30
Jumping ropes (short and long)	30
Bamboo poles (Tinikling)	18
Lummi sticks	30
Parachute	2
Archery	
Bows	
15 lb.	5
20 lb.	10
25 lb.	5
Bow rack	1
Arrows	
28 inch	12 doz.
Flu Flu arrows	1 doz.
Arrow rack	1
Finger tabs	
Universal	20
Arm guards	20
Ground quivers	20
Cardboard throw aerial targets	3

ITEMS	NO. OF ITEMS
Archery (cont'd)	
Hay bales and field archery targets	6
Foam light weight targets - 36"	8
Target faces 36"	24
Target stands	6
Badminton	
Rackets	30
Shuttlecocks	
Rubber	2 doz.
Feather	1 doz.
Nets	4
Standards (Depends on gymnasium arrangemen)	6
Golf	
Irons	
#9	15
#7	15
#5	10
#3	10
Woods	
#3	15
Putters	10
Putting cups	4
Golf mats	8
Plastic balls	10 doz.
Regulation balls	5 doz.
Flags	9
Marble dust	10

ITEMS	NO. OF ITEMS
Bowling--Make arrangements with local lanes when possible.	
Gym-Bowl Sets (plastic pins & rubber balls)	5 sets
Outdoor Education	
Compass (liquid filled if possible)	10
First aid kit	
Camping equipment	
tents or cabin	1
umbrella	1
backpacking-pup	1
axe	2
hatchets	2
saw	1
shovels	2
twine	
rope	
lanterns	2
ice chest	
cooking utensils	
eating utensils	
Coleman stove - 2 burner	1
water container	1
ground cloth	2
Tarp	1
Archery (see separate list)	
Casting and angling	
rods and reels	

ITEMS	NO. OF ITEMS
Water and soil analysis kits	1 each
Combatives	
Self-Defense tumbling mats	10
Wrestling mats (not the same as tumbling mats)	1
Protective head gear	
Tennis	
Tennis rackets (vary grip sizes 4-1/2 to 4-7/8)	35
Presses	35
Tennis balls	8 doz.
Ball boy	1
Tennis nets	4
Bicycling--Arrange with dealers for use of bikes for teaching or have students bring bikes from home.	
Tool Kit	
adjustable wrench, etc.	
Films S.D.E.; Schwinn; National Safety Council	
Miscellaneous	
Inflating pump	
Whistles (one per teacher) and for referee	10
Scrimmage vests	20
Metal measuring tape (one 100 ft. length)	2

Appendix A

PHYSICAL EDUCATION EQUIPMENT INVENTORY

I. Balls

A. Basketballs _____

1. Midget _____

2. Regular _____

B. Bowling Balls _____

1. Plastic _____

C. Footballs _____

1. Midget _____

2. Regular _____

D. Playground Balls _____

1. 6" _____

2. 7" _____

3. 8" _____

4. 10" _____

5. 12" _____

6. _____

E. Soccer Balls _____

1. Plastic _____

2. Regular _____

F. Softballs _____

G. Tetherballs _____

H. Volleyballs _____

I. Whiffleballs _____

1. 3" _____

2. 4" _____

3. 5" _____

4. Football _____

J. Yarn Balls _____

II. Gymnastics Equipment

A. Balance Beam _____

1. Indoor _____

a. Improvised _____

b. Commercial _____

2. Outdoor _____

B. Horse

1. Side

2. Long

C. Mats

1. Washable vinyl cover, velcro fastener, accordian fold

a. 4' by 4' _____

b. 4' by 5' _____

c. 4' by 6' _____

d. 4' by 8' _____

e. 4' by 12' _____

f. _____

2. Other _____

D. Parallel Bars _____

E. Ropes (climbing) _____

1. Indoor _____

2. Outdoor _____

F. Springboard _____

G. Twist Board _____

H. Vaulting Box _____

I. Horse (side) _____

III. Small Hand Equipment

A. Bean Bags _____

B. Hoops _____

1. 30" diam. _____

2. 36" diam. _____

C. Lummi Sticks _____

D. Parachutes _____

E. Ropes (jump) _____

1. Regular _____

a. primary class

12' _____

b. primary

individual

7' _____

c. upper elementary class

14'-16' _____

d. upper elementary class

individual 8'-

9' _____

F. Elastic (Japanese)

1. Small _____

2. Large _____

G. Table Tennis Equip-

ment _____

H. Tinikling Poles--8' ___

I. Wands -- 36" _____

J. Bats-(Plastic & Reg.) ___

IV. Rhythm Equipment (Primary)

A. Drums _____

B. Rhythm Sticks _____

C. Tamborines _____

D. Tom Tom's _____

E. Tone Blocks

V. Rhythm Equipment (General)

A. Drums _____

B. Record Player _____

1. All speeds _____

2. One speed _____

C. Records _____

1. Ballroom dance _____

2. Exercise _____

3. Folk dance _____

4. Lummi sticks _____

5. Modern dance _____

6. Rhythms _____

VI. Indoor Equipment

A. Horseshoes _____

B. Ring Toss _____

C. Shuffle Board _____

VII. Outdoor Equipment

A. Primary _____

1. Climbing

apparatus _____

2. Concrete animals

_____

3. Slides _____

4. Tunnels _____

VIII. Elementary _____

A. Basketball goals _____

B. Chinning bars _____

C. Obstacle course _____

D. Swedish gyms _____

E. Tether ball poles ____

F. Volleyball standards and nets _____

IX. General Equipment

A. Ball pump _____

B. Pinnies _____

C. Stop watches _____

D. Softball Equipment

1. Bases

2. Bats

3. Gloves

4. Protective equipment _____

E. Tape Measures 100' ___